

Buford Elementary

1906 North Rocky River Road
Lancaster, South Carolina 29720

Grades	PK-5 Elementary School	
Enrollment	904 Students	
Principal	Sandra Jones-Izzard	803-286-0026
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	40	43	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

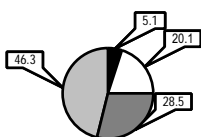
PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

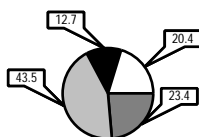
97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

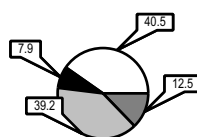
English/Language Arts



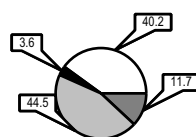
Mathematics



Science

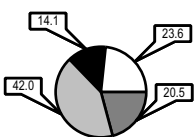
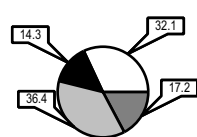
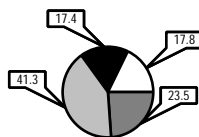
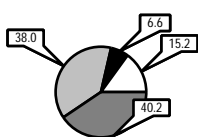


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	412	99.8	19.9	46.4	28.6	5.1	46.4	Yes	Yes
Gender									
Male	212	99.5	23.3	50.5	23.3	3.0	41.6	N/A	N/A
Female	200	100.0	16.3	42.1	34.2	7.4	51.6	N/A	N/A
Racial/Ethnic Group									
White	370	99.7	19.7	44.7	29.9	5.7	49.3	Yes	Yes
African American	37	100.0	22.2	61.1	16.7	0.0	22.2	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	360	100.0	15.1	48.5	30.5	5.8	50.9	N/A	N/A
Disabled	52	98.1	54.2	31.3	14.6	0.0	14.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	99.8	19.9	46.4	28.6	5.1	46.4	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.8	19.7	46.5	28.6	5.1	46.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	100.0	29.6	49.3	19.7	1.4	31.7	Yes	Yes
Full-pay meals	256	99.6	14.4	44.8	33.6	7.2	54.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	412	99.8	20.2	43.6	23.5	12.8	51.8	Yes	Yes
Gender									
Male	212	100.0	20.2	40.9	25.6	13.3	53.7	N/A	N/A
Female	200	99.5	20.1	46.6	21.2	12.2	49.7	N/A	N/A
Racial/Ethnic Group									
White	370	99.7	19.7	42.2	24.2	14.0	53.8	Yes	Yes
African American	37	100.0	25.0	55.6	16.7	2.8	30.6	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	360	99.7	15.5	45.2	25.7	13.7	56.0	N/A	N/A
Disabled	52	100.0	53.1	32.7	8.2	6.1	22.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	99.8	20.2	43.6	23.5	12.8	51.8	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.8	19.9	43.7	23.5	12.8	51.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	100.0	29.6	43.0	19.7	7.7	40.1	Yes	Yes
Full-pay meals	256	99.6	14.8	44.0	25.6	15.6	58.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	412	99.8	40.3	39.3	12.5	7.9	20.4
Gender							
Male	212	100.0	34.5	40.4	16.7	8.4	25.1
Female	200	99.5	46.6	38.1	7.9	7.4	15.3
Racial/Ethnic Group							
White	370	99.7	39.3	38.2	13.7	8.8	22.5
African American	37	100.0	50.0	47.2	2.8	0.0	2.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	360	99.7	36.7	40.8	13.7	8.7	22.4
Disabled	52	100.0	65.3	28.6	4.1	2.0	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	99.8	40.3	39.3	12.5	7.9	20.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.8	40.2	39.4	12.5	7.9	20.5
Socio-Economic Status							
Subsidized meals	156	100.0	50.0	39.4	7.0	3.5	10.6
Full-pay meals	256	99.6	34.8	39.2	15.6	10.4	26.0

Social Studies							
All Students	412	99.5	39.9	44.8	11.8	3.6	15.3
Gender							
Male	212	99.5	37.6	43.6	13.9	5.0	18.8
Female	200	99.5	42.3	46.0	9.5	2.1	11.6
Racial/Ethnic Group							
White	370	99.5	38.9	46.0	11.1	4.0	15.1
African American	37	100.0	47.2	36.1	16.7	0.0	16.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	360	99.4	37.1	46.2	12.6	4.1	16.7
Disabled	52	100.0	59.2	34.7	6.1	0.0	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	412	99.5	39.9	44.8	11.8	3.6	15.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	411	99.5	39.7	44.9	11.8	3.6	15.4
Socio-Economic Status							
Subsidized meals	156	99.4	51.8	38.3	8.5	1.4	9.9
Full-pay meals	256	99.6	33.2	48.4	13.6	4.8	18.4

Abbreviations for Missing Data
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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	124	100.0	12.0	35.0	48.7	4.3	53.0
	4	150	99.3	25.7	56.3	16.7	1.4	18.1
	5	138	99.3	24.1	50.4	24.1	1.5	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	146	100.0	16.5	35.3	38.1	10.1	48.2
	4	116	100.0	20.9	52.7	23.6	2.7	26.4
	5	150	99.3	22.4	52.4	23.1	2.1	25.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	124	100.0	17.1	47.0	23.1	12.8	35.9
	4	150	99.3	22.9	45.1	22.9	9.0	31.9
	5	138	100.0	16.4	53.7	21.6	8.2	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	146	99.3	10.9	52.2	25.4	11.6	37.0
	4	116	100.0	25.5	32.7	26.4	15.5	41.8
	5	150	100.0	25.0	43.8	19.4	11.8	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	124	100.0	41.0	30.8	26.5	1.7	28.2
	4	150	99.3	45.8	38.9	11.1	4.2	15.3
	5	138	100.0	47.0	35.1	6.7	11.2	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	146	99.3	37.0	42.0	13.0	8.0	21.0
	4	116	100.0	41.8	40.9	10.9	6.4	17.3
	5	150	100.0	42.4	35.4	13.2	9.0	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	124	100.0	19.7	59.8	14.5	6.0	20.5
	4	150	99.3	38.2	40.3	16.0	5.6	21.5
	5	138	100.0	44.0	42.5	11.2	2.2	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	146	99.3	29.0	49.3	18.8	2.9	21.7
	4	116	99.1	32.1	49.5	14.7	3.7	18.3
	5	150	100.0	56.3	36.8	2.8	4.2	6.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 904)				
First graders who attended full-day kindergarten	98.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.8%	Up from 3.0%	2.7%	2.8%
Attendance rate	95.6%	Up from 95.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.2%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.2%	0.2%	0.0%
Eligible for gifted and talented	11.1%	Up from 10.0%	14.4%	10.4%
On academic plans	0.0%	N/AV	28.0%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	5.7%	Up from 5.6%	7.3%	7.5%
Older than usual for grade	0.3%	Down from 0.5%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	37.5%	No change	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.9%	N/A	1.9%	2.4%
Teachers with emergency or provisional certificates	2.4%	No change	0.0%	0.0%
Teachers returning from previous year	95.4%	Down from 96.6%	88.8%	87.3%
Teacher attendance rate	95.0%	No change	95.1%	94.9%
Average teacher salary	\$41,369	Up 3.3%	\$43,124	\$42,485
Prof. development days/teacher	8.9 days	Down from 9.1 days	12.6 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 18.6 to 1	19.5 to 1	18.6 to 1
Prime instructional time	89.5%	Up from 89.2%	90.1%	89.7%
Dollars spent per pupil*	\$4,199	Down 0.9%	\$6,179	\$6,557
Percent of expenditures for teacher salaries*	71.1%	Up from 70.0%	64.7%	64.0%
Percent of expenditures for instruction*	76.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Instructional improvement and student achievement continued to be our focus for the 2005-2006 school year. We worked with parents, the community, business partners, PTO, and the School Improvement Council to enhance instruction and implement new programs that will improve the academic achievement of our students. We are currently focusing on programs that will increase the number of students scoring mastery of the South Carolina academic standards for kindergarten through second grades, as well as increasing the number of third through fifth grade students scoring proficient and advanced on the Palmetto Achievement Challenge Test (PACT).

In our efforts to improve student academic achievement, teachers continue to learn current best practices through district and school-sponsored staff development, professional book studies, and attendance at workshops and conferences that are aimed at teaching reading, math, language arts, science and social studies. Our objective is to ensure that instructional delivery reflects best practices that promote and enhance quality teaching and learning.

Our school district continues to use Measures of Academic Progress (MAP) as a benchmark assessment tool. An additional assessment tool was also added to assist the faculty's ability to gauge the needs of students: Dynamic Indicators of Basic Early Literacy Skills (DIBLES), a test of fluency and phonics. Based on these assessment results, we utilized a best practice of differentiated instruction to meet the diverse instructional needs of our students. Programs utilized to address these areas of need include Fast ForWord, after-school academic enrichment programs, RIT Time, and summer school. For kindergarten and first grade students, we use literacy groups, small group instruction and Reading Recovery strategies. The Everyday Math program is used at all grade levels to provide our students with a systematic approach to mathematics. Our students were able to experience new and exciting learning opportunities while also learning to serve others through their participation in service learning projects.

We had several noteworthy achievements during the 2005-2006 school year. First, we were named as a recipient of the South Carolina Red Carpet School Award for our customer friendly service to Buford students, parents, and community. Second, a fourth-grade teacher was selected as the 2006 Wal-Mart Teacher of the Year by our local Wal-Mart store. She will represent Lancaster County in the state competition. Eleven of our fifth-grade students received recognition for outstanding academic achievement throughout their elementary school years. Eleven teachers received grants to implement programs within their classroom. Additionally, four teachers were chosen to participate in the Science P.L.U.S. Institute. The Institute educates public school teachers in hands-on activities for their classroom.

Sandra Jones-Izzard, Principal
Robin Jewett, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	138	70
Percent satisfied with learning environment	86.3%	90.5%	90.0%
Percent satisfied with social and physical environment	84.3%	81.9%	89.9%
Percent satisfied with school-home relations	94.0%	89.1%	87.0%

*Only students at the highest elementary school grade level at this school and their parents were included.